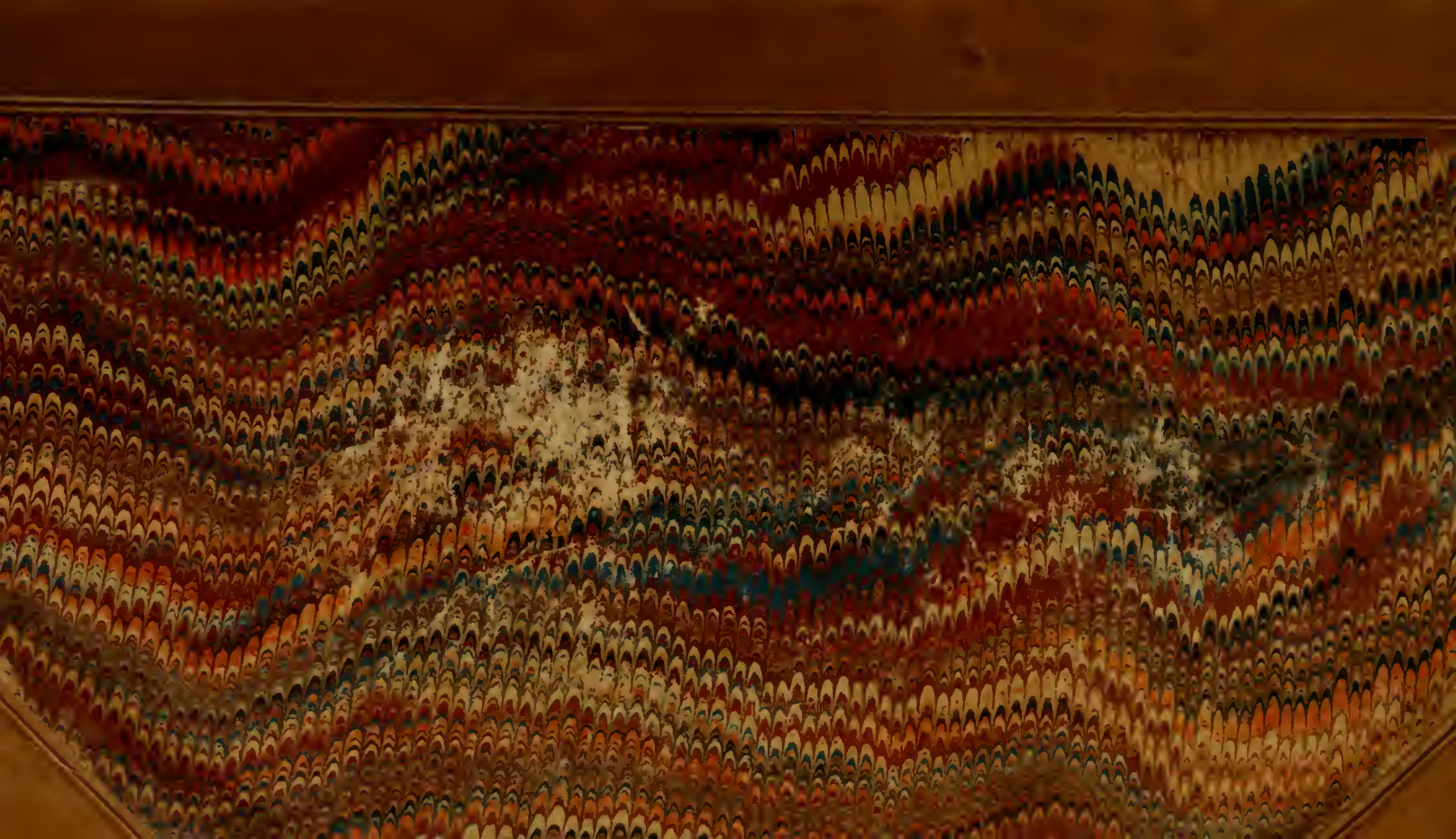

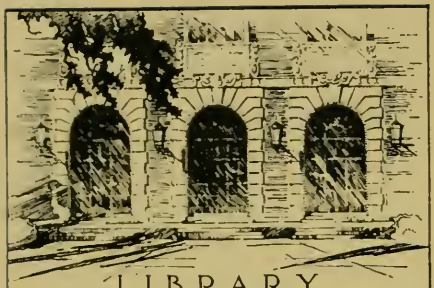

× The "Plea for the Middle Classes" was the document which led to the foundation of the large groups of "Woodard Schools" which now (1884) include 3 in Sussex (Lancing, Hurst-Pierpoint & Worthing) 1 in Staffs. (Denstone) 1 in Shropsh. (Ellesmere, dependent on Denstone) 1 in Somersetsh. (Taunton) & 1 I think in Yorkshire. J.G.T.

× = a Plea for the Middle Classes by Rev. N. Woodard.

A LECTURE,

DELIVERED BEFORE THE

CHURCH SCHOOLMASTERS' ASSOCIATION,

AT THE

CENTRAL SCHOOL IN THE SANCTUARY, WESTMINSTER,

On SATURDAY, NOVEMBER 20th, 1858,

BY THE

REV. SANDERSON ROBINS,

Vicar of St. Peter's, in the Isle of Thanet.

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LECTURE.

IN the lecture which I am about to deliver, I do not so much propose to deal with the subject of education in its broad and general aspect, as to call your attention to a special department of the work, which, though it is of the very highest importance, has hitherto received a great deal less than its due consideration. Allow me to premise a few words on two successive schemes of public instruction, that namely which prevailed at the beginning of this century, and that by which it has been recently supplanted.

The older persons among us are able to recall the time when the system of Dr. Bell was in full operation, and in the height of its popularity. Education had been confessedly neglected for many years; the urgency of the case made itself felt; and the plan which promised to effect so much, and so easily, was welcomed by thousands of good and thoughtful persons. The results seemed to surpass the most sanguine expectations; no statistics could appear more satisfactory; it was like a mathematical demonstration. In a population of a certain amount there was the proper per-centage of children attending school. The tabulated returns, between the day-schools and Sunday-schools of the Church, shewed such an array as seemed to take away all ground of complaint for the present, and of alarm for the future; while the dissenters followed, or, as I believe I

ought rather to say, preceded us, under the auspices of Lancaster, and with similar success. It seemed as if a difficult problem had received a most satisfactory solution; and for some years no suspicion was entertained in respect to the permanence of the work. It was only after a long time that doubts began to be expressed about the benefit really conferred. It was discovered by degrees, that children did not grow up to love the Church whose services they attended so regularly and so long; that they did not comprehend even the elementary truths of religion, though they could repeat correctly enough the form of words in which they were embodied; and that their moral conduct did not seem to be much mended by the strictness of school discipline. When the Madras system had been for some years in operation, its results began to be anxiously scrutinized. A suspicion gradually arose, which examination confirmed, that the quality of the instruction given was by no means equal to its quantity; and when there appeared the report of the inspectors appointed to investigate the state of education, preliminary to the measures taken by the Committee of Council, the reaction long expected came at last; and the scheme which had been popular for so many years fell into immediate and well-earned neglect. I doubt whether we could easily find a more humiliating or afflicting document. It turned out that, in numberless cases, children had learned words, and nothing else; with no comprehension of what they read, no enquiry aroused, no habit of thinking produced. What else could be reasonably expected when an ignorant child was employed to

teach children, that is, an inexperienced learner entrusted with one of the most difficult tasks to which manhood can devote itself? The Bible was often the only reading book in use, and God's blessed Word was thus associated with stumbling progress, and a child's stammering tongue, often too, with the remembrance of harsh treatment. And the catechism was repeated by rote, as if its wise and well-considered words contained a spell to keep heresy and sin aloof. Meanwhile the mechanism of the national system was perfect; at least there was the chain, and the balance, and the cog-wheel of the clockwork, though the main-spring, the principle of life, was wanting. There was the maximum of order, with the minimum of mental progress. I well remember visiting a famous school. The master was walking to and fro like a troubled spirit, his office indicated by a stick, which certainly was not idle, dealing, from time to time, a blow on a boy's head to help him over a tall word, or on his shoulder, perhaps, to punish him if his foot were an inch beyond the line. When I asked him what part he took in the instruction, he replied, with a look of contempt, "I teach nothing sir, it is no part of the system that the master should teach; I overlook and regulate." A school in those days wore a hard and chilling aspect. Who can wonder that children did not love learning, when it came in such an unlovely garb? or that school promoters grew at last to be ashamed of a scheme which had become a deception, and nothing else?

I have dwelt the rather upon the result of the plan which had possession of the field when some of us were young, because it may serve for a warning to ourselves against over-confidence;

and may lead us the more earnestly to guard against other causes of failure, to which in our turn, we may be exposed. Let us not forget that the fashion of teaching which we all now agree to discard, was devised by men at least as good, and as wise, and as earnest-minded as ourselves.

The lesson conveyed by this great failure was not thrown away on those upon whom the next educational movement devolved. They prepared a remedy adequate to the evil, by the liberal encouragement which they afforded to those who desired to devote themselves to teaching, and by the wise methods which they adopted for securing better qualified candidates. They have laid a foundation deep and broad enough to carry the edifice which the next generation may raise to a statelier height. I do not mean to say that all has been yet attained which the friends of national education reasonably require; how much remains to be perfected of what we have taken in hand, you may learn from the admirable report of Mr. Brookfield, in the minutes of Council, published last year; but that great and important progress has been made is beyond denial. The obligation which we owe to the Committee of Council is immense; they are among the foremost benefactors of the age; for the work which they have inaugurated and carried on is producing its good results in every corner of the land. They have an especial claim for thankfulness on us who are engaged in the business of educating. We owe to them the improved arrangement of our schoolrooms, the material helps and instruments of teaching, the systematic and progressive assortment of books; but especially we have to thank

them for the effectual assistance which they have rendered in raising the qualifications, and consequently, the social status of masters. There was a time, and not very long ago, when every man thought himself capable of teaching a school. He might have failed in everything else, but here was the one resource open to him at last. By a strange kind of delusion he persuaded himself that, though he had no previous knowledge or experience, he might safely undertake this important charge. The result was exactly such as we might have anticipated. There was at once a degradation of the office, and a deterioration of the work. By the system of certificates, granted on strict examination, the standard has been raised, and in proportion to the severity of the test the exclusion of unqualified persons has been made complete. Candidates who are disposed to complain of the amount of preparation required, must remember the great benefit derived to the whole body of teachers by the authorized recognition of their fitness; and if any person should object that higher attainments are required than can be called into exercise by the demands of an ordinary school, it is answer enough that no one can teach well in any department if his own knowledge is not very considerably in advance of the point to which he desires to bring his pupils. Let his own acquirements be contracted within a narrow circle, and the information which he conveys will always be crippled and one-sided. A man will teach arithmetic the better because he understands algebra; and the same may be said in a multitude of similar cases. Schoolmasters have benefitted in many ways by the intervention of government authority, not only in

the increased remuneration which they enjoy, and which they have so well earned, but by the countenance and encouragement which they receive; by the benefit of careful and searching inspection; and especially by the system of pupil teachers, on which however, I am the less inclined to dwell, because I believe that it was first transplanted from a school of which I had for a considerable time the oversight, and with which some among you are well acquainted, Our first pupil-teacher was apprenticed in the year 1836, that is to say, twenty-two years ago.

While I make this acknowledgement, heartily and unreservedly, of the debt which the Committee of Council has laid upon us, I must frankly express my persuasion that the system which has the possession of our national schools under their authority, needs some revision. It was natural, and indeed inevitable, that on the discovery of the low intellectual state which a past system had produced, we should fall into the danger of an opposite extreme; and if children had been actually taught too little, we should attempt teaching them too much; that is to say, more than they could learn accurately, or without sacrificing more important acquirements. Let me explain my meaning. In the progress which we were anxious to make towards an enlarged circle of instruction, the art of reading, because it seemed to have only an elementary character, received far less than its due consideration. We took it for granted that a boy who has reached the highest class can read well. He reads the book which is put into his hands daily, whether it be the Holy Scripture, or some selection which may happen to be in use; but it is very seldom

that he is tried in a chance volume, which is of course the only availing end to which his powers of reading can afterwards be put. He may succeed well enough in the routine of school, at least so as to pass muster; but can he read fluently and with "due emphasis and discretion" whatever falls in his way, Pilgrims Progress, for instance, or Robinson Crusoe, or a leader in the Times, or a bit of poetry, or a page of Macaulay? I believe that, if we made the trial on a large scale, we should be surprised, and disappointed by the result; and yet reading is the key of knowledge, and unlocks vast storehouses to which there is no other way of entrance. A certain facility is indispensable, but it is so far from being generally attained at school, that the want of it is the real cause to which the failure of reading-rooms and mechanic's institutes is to be ascribed. Good reading is a beautiful, but very rare accomplishment. Few of us reflect how much it has to do, not only with personal progress, but with the pleasure of social life; how many evils it might keep at bay, and how greatly it might promote harmony in the sacred circle of home. But if a boy is to read with pleasure to himself, or to make the fireside cheerful, or to comfort his blind father, or his sick mother, with a book, he must gain more accuracy, and fluency, and expression than is common even in the head classes. Much the same may be said of writing, which is a kindred art. A boy passes from slate to paper, from large text to running hand; his copy-book is all well enough, but how is it when he has left school and gone out into the world? Has he acquired a good, plain, legible hand? When he writes to his brother in Australia, or to his sister at service,

or to his sweetheart, or to the old folks at home, what sort of letter does he turn out? I am afraid that we should often find it a poor specimen of calligraphy, to use the old writing-master's phrase. And then for arithmetic; a lad is well up, perhaps, in the four rules and their combinations, his cyphering-book is in a very presentable state; and yet, when he leaves us it is not at all certain that he can make any practical application of what he has learnt, because, in spite of apparent progress, he has not become familiar with figures in their ordinary use. While he is at home, he ought to be able to market for his mother, and make no mistake in quantity or price; to draw out an account for his father, of the week's work, and materials used; or, if he gets a place at the shop, he should take down orders rightly, and be able to tell whether the money he brings back tallies with the goods he carried out.

But that which I believe to be the point of pressing urgency, and to which I desire on this occasion to call your special attention, is the necessity for giving a more practical character to the instruction which is afforded in our schools. Inadequate notions of the nature and extent of our work still prevail to a great extent. The very force of the word which we employ is not generally comprehended. Education reaches a great way beyond the years of childhood and youth; it is carried on through the whole of a man's allotted course, and is limited only by his lifetime. So, again, the instruments of the work are not only the commonly recognized methods and agencies, but such as abound through the whole sphere of of Divine providence. Everything that happens, joy and sorrow, health and sickness, success

and failure, are parts of an appointed teaching. This view does not diminish, but greatly enhances the importance of the work which we have in hand. The education which we undertake to give, and that which, in this way, is to follow, ought to have so much likeness that they may be joined, and, as one might say, welded together. If, up to thirteen or fourteen, a child has been confined to a course of training which bears no resemblance to the fashion of life into which he is then launched, who can wonder if the one has no influence on the other? From nine to twelve, from two to five, daily for some years, he has been sitting on a bench, handling books, and pens, and slates; keeping down the active principle of animal life as well as he can, and subduing to regulation pitch his buoyant and overflowing spirits. Time wears on, and at last he gets free from school restraint, and he begins his experience of actual life. He finds it partly pleasant, and partly the reverse; his employment may in a degree suit his taste, and yet there may be a good deal which he finds hard to bear. But, which is the noteworthy part of the case, there is nothing to connect his present with his past; there has been little or no preparation; and, in this important particular, the education which we have given him proves defective. "Train up a child in the way that he should go, and when he is old he will not depart from it;" but if the road on which we guide his steps during childhood is not that which he is afterwards to tread, his departure is not only probable, but certain, and inevitable; that is to say in other words, the daily and hourly discipline maintained during some previous years will be inoperative and ineffectual, in so far as it

has been disconnected with what is to make up the staple of his life. But you may reply that the holy text has reference to religious, and not to secular guiding; and that the one may successfully go forward, even while the other is omitted, and overlooked. Beware of allowing this distinction; they are but different phases of the same subject; what under one view is ranged as secular, may, under another, be clothed with a distinctly religious character. Our lives are not to be divided into two halves. The principles of a Christian man are to be written on his daily conduct; and as he labours to shape and conform it to a heavenly pattern, he will grow in knowledge and love. His calling, whatever it may be, becomes to him a means of grace, a help, and not a hindrance. We teach a child to repeat, in the language of the catechism, that he is bound to "learn and labour truly to get his own living, and to do his duty in that state of life unto which it shall please God to call him." When we put this form of words into his lips, which we believe to be sound and true, we pledge ourselves, as it were, to help him in carrying out practically what we have taught him to acknowledge for a duty, forming part of the commandment contained in the second table of the law. While we instruct him in piety and reverence towards God, no less are we bound to enforce lessons of industry and painstaking, and that not as a means of worldly advancement, but as a religious duty; not merely, or mainly, on the ground of interest or good repute, but as an indispensable branch of Christian ethics.

It may perhaps be said that we follow the same system in our schools for the middle classes:

giving general instruction to all alike, and leaving special training to be the subject of subsequent, and separate consideration. The answer is obvious. In this case the subjects taught connect themselves directly with future employment. A boy learns to write a good hand, and gains comparative skill in arithmetic, or, he acquires mathematics, or gets a good knowledge of Latin and Greek. In due time he becomes a clerk to a merchant or a banker, or he is sent to Woolwich, or Sandhurst, or to the University. All his previous work tells on his after success. At school he has been laying the foundation on which he has but to build; what he has learnt already is the indispensable preliminary to what he has yet to learn. The boy who has been educated in a national school, on the other hand, begins life at an immense disadvantage, because his past and present have no necessaay connexion, and may be so utterly unlike in texture and complexion, that the one forms no introduction to the other. They are successive portions of life which do not cohere.

We complain that parents remove their children too early from our care, and that they shew indifference to the great interests at stake, by preferring a little present earning to the permanent benefit of more complete instruction. Our remonstrances do not accomplish much. At eleven or twelve the boy is taken away whom we would gladly retain for two years longer. Clergymen and schoolmasters are entirely agreed about the evil; it is a standing topic at educational meetings, a sort of recognized subject for lamentation; and we use it sometimes as an excuse for our shortcomings, as if it were a hindrance in the

way of any great and effectual progress, for which we are not responsible. What is to be done? I suppose there are not many persons now who believe that the compulsory school attendance up to a certain age, which prevails in some continental states, could be enforced in England; or that much benefit would result, if it could We must try some other method. Parents are not to be coerced in the management of their children; we cannot take on ourselves the responsibility which God's providence has placed elsewhere. But, after all, is it so certain that we are entirely right, and the fathers and mothers entirely wrong in this matter? Let us remember that the employers of labour, the farmers, the tradesmen, the manufacturers, and others, including heads of families, are much of the same mind, and urge the same objection. We must not shut our ears against their statement; it concerns the acceptance of our work, and consequently its success. It is not, after all, education which they oppose, but a certain form of it which, as they allege, does not fulfil its promise. They complain, and not altogether without reason, that their children are not better fitted for the occupations which are open to them on leaving school, but to a certain extent even the reverse; for it cannot be denied that much time has been spent in getting information and habits which are either cast aside when school attendance closes, and so are unproductive of any good; or else incidentally cause an amount of positive harm, by making children disinclined for manual labour.

And as it often happens that the acquisition of knowledge is conversely proportioned to the amount of practical readiness, we cannot prevent

an unfavourable contrast from being drawn, especially by those who appreciate the former a great deal less than the latter. Sometimes a boy could tell you what was the third article of the treaty of Utrecht, or give some other bit of out of the way information, who would set about the commonest handiwork in the clumsiest manner possible. A girl knows perhaps the latitude and longitude of Hong Kong, or the course of the river Peiho ; does she understand how to clean the house ; can she darn her stockings, or make a beefsteak pudding ? Parents and other persons interested in the future services of those whom we are training, will never give in their full adhesion to our plans of education, unless they see more tangible effects as the result. They affirm, and not untruly, that children when at work are being educated ; it is the complement of the instruction which we have given.

Again, the real character of a school must be proved by its effects, on a broad and extended scale. Many persons, and I confess myself of the number, are distrustful of a set and formal examination. If it is honestly conducted, which let me tell you is a very difficult matter, it does not touch the question of main and permanent interest. The test of our success is to be sought on a wider sphere ; in the field, and the workshop, and the factory ; it is to be furnished by the weaver at his loom, by the artizan at his bench, by the servant in the family. A most important point in the estimate of a school, is its fitness to produce these good and satisfactory evidences.

If we only admit the necessity of adding industrial training to the other departments of school instruction ; and earnestly set ourselves

to supply an evident and undeniable deficiency, we shall find the difficulties to be encountered in carrying out our purpose far less than we supposed. In my own case, there have been but few. The parish of which I am vicar lies near the sea; the population is partly agricultural, and partly maritime; as the boys grow up, they are employed in husbandry, or they go to sea. As an industrial preparation for the former, we have provided a piece of ground contiguous to the school, in which they cultivate a certain regulated portion, themselves deriving the benefit; for the latter we have established a naval class, in which they receive elementary instruction; and we are about to add some practical training, under the direction of a sailor. Our girls belong, for the most part, to families divided between the same occupations, and they are generally destined for service. We have provided for them a kitchen and a laundry, in which, under the charge of a separate mistress, they are taught cookery, washing, ironing, and household work. The number of those who belong to this department is eighteen; six are employed during the mornings of every week, so that the ordinary school teaching goes on with little interruption; and even this is compensated by the increased earnestness which follows on the change of occupation. We have hitherto encountered no hindrances. Parents and children have willingly fallen in with our wishes, and the progress which has been made is fully as great as we could anticipate. The period at which we made our commencement is, however, too recent for any sufficient evidence to be afforded as to the final result; but we have every reason for hopefulness. I will add, that success in this de-

partment of a school very largely depends on the qualifications of the teacher, even more, if possible, than in the ordinary and accustomed routine.

In other places, different plans have been pursued, and always, I believe, with a certain measure of success. I am acquainted with a small parish in the county of Kent where boys have been instructed in basket making; they shew much interest in the work; some who are slow in book learning display great manual dexterity; and the youngest boys who can yet take no other part are pleased to look on. The sales have hitherto covered all expenses incurred. Other employments might be found without much difficulty, having some relation to the ordinary employments in which the surrounding population are engaged. I am well aware that the case of town boys is less manageable, yet it would probably not be very hard to find some handicraft, or the lower and easier part of some ordinary trade, which they might learn at stated hours from an industrial teacher, under the general superintendance of the master charged with the chief management of the school. And there would arise an incidental benefit by ascertaining the turn and bent of a boy's inclination, before his calling became finally settled. It would not of course be proposed that this school teaching should take the place of an ordinary apprenticeship; the special and habitual training which an apprentice to a trade or other occupation has to pass through would be just as needful, only the previous discipline would tend to make it easier and more effectual.

There is a countervailing advantage in the quick and ready apprehension of town-bred children,

which may partly compensate for some disadvantages of their position. What they are capable of we may gather from one of the lowest class, a London street boy. Talk to him; hear his shrewd slang; see how ready and clever he is; observe his knowing look; listen to his wrangle with a policeman, or his defence before a magistrate. Poor lad! he might have been made better if somebody had taken him in hand a little earlier, but it is too late now for ordinary methods. Even such as he is, he may be useful in his way; he may serve for proof what capacity there is in boys like him; and for warning, too, that industry needs to have a prominent place in our educational scheme. Whoever takes pains about this degraded, yet interesting class, has found the necessity for manual occupation. Books alone would never reclaim them; it is a common sense view which experience confirms; only remember that it is as applicable to those who are not yet corrupted, as to those whom we are trying to reform.

When we have adopted a well-considered plan of industrial training, whatever it may be, we may confidently reckon on cordial encouragement and assistance from the Committee of Council. These tried friends of the school and the schoolmaster are fully alive to the urgency of the claim; they have done much already, and are ready to do more, as we furnish the occasion. In the circular letter, which you will find at page xxii. of the minutes for 1850, they have laid down certain rules, according to which, they are prepared to grant assistance in the support of field gardens, trade workshops, and school kitchens and washhouses, by making contribution towards the

payment of rent, the purchase of tools, and the remuneration of the industrial superintendent. In the minutes for 1856, we find the statement of grants made for the six years ending at Christmas, 1855, as well as the names of schools assisted, amounting in the whole of England to about eighty. The following year seems to have produced a considerable increase under both these heads. You will find in the volumes published with the authority of the Committee of Council, detailed accounts of the establishment, and maintenance, and working of various industrial schools. Let me especially direct your attention to the report of the Rev. J. P. Norris, for the year 1857.

The half time system, that is, the arrangement by which boys are permitted to attend school and to engage in remuneratve employment alternately at regular periods, has been found in many cases, especially in manufacturing districts, to produce good results; it is, in fact, a form of that industrial training for which I have been pleading. The views of the Committee of Council on this head are clearly expressed at page 47 of their minutes for 1855. "Whenever there are two boys of an age to be regularly employed, and whenever there is regular employment for one of them, it must be possible to arrange with perfect regularity, for their working and going to school alternately, whether by alternate days, or weeks, or months, the last period being perhaps the longest interval which should be allowed, and one of the other two being preferable." In laying down rules for the payment of capitation grants, provision is made for remitting, under certain circumstances, eighty-eight days, that is, one half from the minimum period of attendance, "in

order," as it is expressed, "that labor and instruction may be combined on some regular plan."

The establishment of navigation schools, or rather, navigation classes, in the national schools of our sea-side parishes, forms, on many accounts, an important branch of our present subject. You will find some valuable information on this head in the letter addressed by Mr. Moseley to the Committee of the Bristol diocesan school society, dated September, 1855. It has an equal application to all maritime places. "The experience," he says, "of the royal naval school at Greenwich hospital, has shewn that a sound knowledge of this service, in theory and in practice, may be communicated to boys of fifteen years of age (that being the age at which pupils of this school leave it). It has moreover been shewn, beyond possibility of doubt or dispute, that boys having received this previous instruction in the theory and practice of nautical science, are, when they go to sea, eminently benefitted by it; not only in this, that when they rise (as many often do) to be mates and masters of merchant ships, they navigate those ships better thanthey otherwise would, but that while they are still sailors, they are better conducted and more efficient than they otherwise would be, and more contented, and more willing to undergo the hardships of a sea-faring life."

The training of which I have spoken, whatever special direction it may take, must prodnce benefit independent of its separate results, which will make itself felt, and remove many of the popular objections to the education which we are giving. Those who are children now, will be the men and women of the next generation, the staple and strength of English life when we are gone. If

we have taught the boys of our time to be active, and ready, and diligent, as well as to be intelligent and well-conducted, we have been laying the ground for an improvement, material as well as moral, in their future condition.

The case of girls, with some incidental differences, is essentially the same; let them be well trained now, and they will reap an ample advantage when they have households of their own. If in place of an ill-kept home, ragged garments, and food ill prepared, there is a bright and cheerful dwelling, and a well cared for family, the beer shop will lose its attraction, there will be fewer aching hearts, and fewer early graves. In the words of the Committee of Council, (minutes 1850, page xxiii.,) "Boys and girls thus educated will carry habits of neatness into their homes, and will, at every leisure moment, be resorting to those little labors of repairing and cleaning, which make all the difference between a tidy and an untidy house, and are of far greater practical importance than they appear to be when barely stated." Or, as it was well expressed by a school inspector, two years ago; (Rev. W. H. Bellairs' report in the minutes for 1856, page 269;) "Industrial teaching has a great influence upon character, so much so that lessons of labor, economy, cleanliness, tidiness, and exactness practised in the garden, in the carpenter's shop, or at the washing tub, or the kitchen grate, would, I conceive, produce effects upon the character which would prove to be valuable to their possessor throughout life."

In conclusion; if the views which I have ventured so urgently to enforce are sound and true, they ought to be carried into practice, and embodied in a certain definite line of action.

I believe that they are the views of those who have the chief administration in the educational department of the state. But there is no hope of any successful issue, unless we have also the willing and hearty co-operation of the great body of schoolmasters. I am not sure that up to the present time they have thoroughly appreciated the importance of the question, and its ultimate connexion with the successful working of our present system. Mr. Bellairs speaks thus in his report for 1856. "Of the disinclination of teachers generally to industrial occupation, I had a striking instance at the recent examination for certificates of merit, at Cheltenham. Out of one hundred and four male candidates, four only, and out of seventy-eight female, only one had been at schools where industrial work was attempted." Perhaps when the opportunity has been more freely afforded, candidates for government certificates will more generally add this practical knowledge to their other qualifications. You are aware that it is not only very important in itself, but that it will for the future very considerably influence the place in the class list on examination.

I do not know whether it is needful to notice an objection which may arise in the minds of some whom I address, leading them, unconsciously perhaps, to esteem the proposed industrial training to be an infringement on the higher standing which belongs to their office, a derogation, as it were, from the dignity of mental teaching. If such an impression prevails, bear with me if I say that it results from misapprehension. It is very common to mistake the nature of true greatness. There is nothing really higher and nobler than to be useful; this is the great ambition and ulti-

mate aim of a true christian heart. Who will venture to affirm that there is a more useful member of the body spiritual than one who helps in guiding the young, as they take their first steps along that path of daily occupation which God's providence has marked out for them, the issues of which are inseparably bound up with their everlasting hopes.

Let me also remind you how injurious it would be to the efficiency of our schools in their main and ultimate purpose, if we allowed the notion to prevail of antagonism between intellectual progress and industrial training, as if the one could proceed only at the expense of the other. The contrary is the truth; the two departments are mutually helpful; manual labor, especially of the higher and more delicate sort, will be better performed when the intellect has been cultivated; and our pupils will return the more willingly to their books when they have been refreshed by change of pursuit.

Some difficulties there will be to encounter, and some prejudices to surmount, but experience and observation will in time work out the desired conclusion. Parents, when they see that our teaching has its practical side, will learn to appreciate its value, and will leave their children longer under our care. Some persons may indeed be lukewarm from whom we hoped to get active help; and some, through misapprehension, positively hostile to our purpose; let us wait till time shall change them. We may be sometimes misrepresented, and often misunderstood; fathers and mothers may be unreasonable, or school patrons too requiring. Let us be certain that the discipline was needful on our own account, for

while, on the one hand, we are by our office teachers, so on the other, we are ourselves but learners still; and all that happens to us while instructing others, is part of our own great lesson. All the ministries of God's Church are full of sweetness; and it is a blessed thing to be employed for Him in the daily occupation of our lives. Let us labor with glad hearts, each in his place, and all in the sight of the great Housemaster and Head. The shadows of the evening will soon gather around us, and we shall be summoned to the reckoning. Friends, and fellow-workers, let us go onward hoping and trustful, in spite of discouragements and disappointments, weakness and failures. May God give us the grace of patient, persevering stedfastness. "Finally we shall reap if we faint not."

THE END.

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